

Course Outline

Course Code	RSM 406 H1 F
Course Name	Corporation 360
Term, Year	Fall, 2023
Course Meets	Tuesdays 11-1pm, RT
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Phone	Office Hours
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Course Scope, Mission and Learning Outcomes

If you've heard the terms stakeholder capitalism, sustainability, ESG, corporate social responsibility, conscious capitalism, sustainable development goals, corporate citizenship, or purpose-driven company but don't know exactly what they mean—or aren't sure how they relate to your work—then this course is for you.

Every business model and every operating decision has stakeholder trade-offs embedded in it. Profits are not always compatible with the interests of the stakeholders that surround the corporation. “The 360° Corporation” provides students a chance to analyze firms from many perspectives (360 degrees). In business school, we tend to look at corporations in one facet or another by studying strategy, operations, marketing, organizational behavior, or finance. What new insights emerge when we examine one company from multiple perspectives? And what insights can we develop when we compare the corporation as an engine for creating and capturing private value to that of the corporation as embedded in society and therefore affecting value creation (or destruction) at the public level?

In this course, we will look at a variety of different companies with the goal of developing an integrated understanding of both private and public value creation. We will touch on many of the subjects covered in your core coursework, showing how we can mobilize the concepts and tools you have learned in RC to evaluate how a company creates and captures value for its shareholders. We will discuss the tensions that arise for the leader when attempting to manage across these different functional requirements while considering the impact on a broad array of stakeholders. We will examine the corporation in society, studying the impact of its choices about labor management, globalization, location, sourcing and other issues on social welfare. At the end of the course, we will take the perspective of leaders and employees as activists and seek to understand how they can make important strategic choices for their companies in the face of the many challenges and obligations we uncover in the course.

The sessions will involve a combination of lectures, discussions of the readings, videos, role-playing and debates about important topics. Students will be expected to be actively engaged in debating the issues.

The final project will be team based and will be a case write up of a company.

Course Prerequisites

RSM392H1 (Strategic Management) or RSM270H1 (Operations Management) or RSM260H1 (Organizational Behaviour).

Course Materials

Required Readings

- 1) There is a course pack that includes all cases for this course. You will need to buy this from the Ivey website (see instructions below).
- 2) In addition to these case studies, there will be additional articles or book chapters posted on Quercus that are required reading. Please make sure not to miss these.

Electronic Course Materials

This course will be using the following electronic course materials:

1. Go to the Ivey Publishing website at www.iveypublishing.ca
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser:
<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000FvZFJEAN>
4. Click "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
7. Once you have completed your order, click on your username on the top right --> Orders --> Purchases

These materials will cost a total of \$43.20. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation	20%	Ongoing
Reflections	10%	Ongoing (see details)
Mid-Term Test	20%	Oct. 17 th
Company Case Study Presentation (Team)	10%	Nov 21 st or Nov 28 th
Company Case Study (Team)	40%	Dec 7 th

Course Format and Expectations

Class Participation

This course is taught using the case discussion method; thus the learning experience of this course depends on your ability to integrate the reading material with our class discussions in a “real time” setting. ***Please come to class having read the materials, thought about it, and prepared comments, and also be willing to adjust in real time as conversations develop.***

The classroom should be considered a laboratory in which you can test your ability to convey compelling insights and bring others along to your point of view. Your active participation in the classroom dialogue will be essential for your own learning and that of the other students in the class.

We will all depend on each other to provide a quality learning experience. It is important to appreciate that every student is a co-producer of the class discussion. Thus, it is important that class members listen carefully to one another and attempt to build on or constructively critique prior comments.

I find that most students have a pretty good sense for how they are doing in terms of participation, however, you will have the option to check in with me about your participation halfway through the course should you want feedback before the end of the course.

The discussions build on each other week-to-week. Therefore, attendance is also a crucial part of your participation grade.

Students’ performance on this course component will be assessed based on the following criteria:

1. Relevance: Are comments clearly related to the material and/or others’ comments?
2. Advancement: Do comments move the class discussion forward? Do they take the discussion farther or deeper than what has already been said?
3. Originality: Do comments bring fresh analytical perspectives to bear on the discussion?
4. Fact-based: Do comments use specific facts from the case, from readings, or from personal experience to support the underlying assertions?
5. Logical: Is the reasoning consistent and logical? Are you using recognized concepts and frameworks to organize your comments?
6. Overall, you should be able to summarize the readings and other materials, describe the core points, and, most importantly, offer your analysis of the strengths and weaknesses of the reading’s central argument.

While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

Reflections

Each student must submit 2 reflection papers during the semester. Each reflection paper involves answering a case question, which you will find on Quercus. The case study for which you will be writing a reflection is assigned based on the last digit of your U of T ID number.

Last digit is 1-3: Sidewalk Labs ; Etsy

Last digit is 4-6: Patagonia ; Human Rights at Barrick Gold

Last digit is 7,8,9,0: Northvolt ; Employee Activism

Your write up should be no more than 2 pages (typed, double-spaced, 12-point font). Please include your full name as well as your student ID number on your write-up. These are to be turned in electronically on Quercus in the assignment link for the relevant class session. These must be submitted by 11:59pm the night before class.

The reflections are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanor. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Mid-term Test

The mid-term will cover the materials from the first 5 sessions. It will take place online, during the normally assigned time for class (Tuesday from 11am-1pm). You will be given a short case study and you will be asked to answer a series of short-answer questions. This is an individual assignment and students may not communicate with each other at any time about the test, its questions or answers until after the test deadline has passed. The test is open book and open note, however, because of the time limit, you will not do well on the test if you do not study and prepare in advance.

Team Assignment

The company case study requires students to work in teams of 3-4.

Case outline: OPTIONAL: Each team can submit a 2-page outline of the sections of the case and the main data and points to be made in each section. The outline should be your best sense for what the flow of the case will be and what data you will use to develop the story. This outline will assist you in identifying what your story will be, what data you will need and who you might want to interview as part of developing the case. Teams who chose to submit an outline will receive written feedback aimed to help you develop the case.

Case presentation: Teams will present their cases for about 15 minutes in class. Every other team will be expected to provide feedback to the presenting team to help strengthen their case writing. The purpose of these sessions is to share your insights with your colleagues and gain useful feedback to help you complete your assignment.

Final case: Each team must submit a final case of at least 10 pages single-spaced (with a maximum of 20 pages) plus relevant exhibits. One of the exhibits must be a matrix outlining how the case covers the 4 modes of action. Please see the example cases posted in Quercus. Please pay attention to the grading rubric for the case as posted in Quercus.

Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Missed Tests and Assignments

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.
3. Email the instructor

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Students with accommodations who miss a reflection will be assigned to write a reflection on another case. Students with accommodations who miss the midterm will have the weight of the midterm re-weighted to their final case study assignment.

Late Assignments

All assignments are due on the date and at the time specified in Quercus. For situations in which students are not granted an academic accommodation for a missed or late deliverable, the missed or late deliverable will be accepted with the following penalty: 25% reduction if delivered within 12 hours of deadline. 40% reduction if delivered 12-24 hours after deadline. 60% reduction if delivered 24-72 hours after deadline. No credit if delivered after 72 hours.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage

with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Original

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone. Students may not use artificial intelligence tools for taking tests, writing research papers, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding. Students may not use artificial intelligence tools for taking tests in this course, but students may use generative AI tools for other assignments. The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing assistants, for the completion of the midterm test may be considered an academic offense in this course. If you have any question about the use of AI applications for course work, please speak with the instructor.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.

- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Session	Date	Topic	Readings	Optional Readings	Deliverables
1	Sept. 12	Introduction to the 360° Corporation	Chapter 1 of "The 360° Corporation" by Sarah Kaplan		See Quercus for preparation questions
2	Sept. 19	Mode 1: Mapping Stakeholders and Identifying Trade-offs	"Sidewalk Labs: Privacy in a City Built from the Internet Up" (HBS Case 819024) "Upgrade, Interrupted", Fortune, March 2020	Chapter 2, "The 360° Corporation" "Why Sidewalk Labs' Toronto Plan Is Flawed," Forbes, 2019 Video about Sidewalk Labs at https://fortune.com/2020/05/13/sidewalk-labs-toronto-waterfront-quayside-smart-city/	See Quercus for preparation questions. Due before class: Reflection assignment if your ID ends in 1, 2, or 3
3	Sept. 26	Mode 2: Rethinking Trade-offs	"Patagonia" (HBS Case 711020)	Chapters 3 & 4, "The 360 Corporation" Porter and Kramer (2011) Creating shared value Kaplan (2020) Beyond the business case for social responsibility Crane et al. (2014) Contesting the value of "creating shared value"	See Quercus for preparation questions Due before class: Reflection assignment if your ID ends in 4, 5, or 6
4	Oct. 3	Mode 3: Innovating Around Trade-offs (Technology)	"Northvolt: Building Batteries to Fight Climate Change" (HBS Case 32042)	Chapters 5 & 6, "The 360° Corporation"	See Quercus for preparation questions Due before class: Reflection

					assignment if your ID ends in 7, 8, 9, 0
5	Oct. 10	Mode 3: Innovating Around Trade-offs (Institutional Entrepreneurship)	"OrganJet and GuardianWings" (HBS Case 413068)	Chapters 5 & 6, "The 360° Corporation" Battilana et al. (2012) In search of the hybrid ideal	
6	Oct. 17	Mid-term Test			
7	Oct. 24	Mode 4: Thriving within trade-offs (Managing tensions and growth)	"Etsy: Crafting a Turnaround to Save the Business and its Soul" (HBS Case 821092)	Chapters 7 & 8, "The 360° Corporation" Battilana et al (2019) The dual-purpose playbook NY Times (2017) Inside the revolution at Etsy Fast Company (2017) Will Etsy Keep its commitment to social good after its management shakeup?	Please post the name of the company for your team's final project on the google doc link by end of day on Oct 24 th . See Quercus for preparation questions. Due before class: Reflection assignment if your ID ends in 1, 2, or 3
8	Oct. 31	Mode 4: Thriving within trade-offs (Collaborations)	"Putting the Guiding Principles into Action: Human Rights at Barrick Gold" (HBS Case 315108)	Chapters 7 & 8, "The 360° Corporation" UN Declaration of Human Rights (https://www.un.org/en/about-us/universal-declaration-of-human-rights)	See Quercus for preparation questions Due before class: Reflection assignment if your ID ends in 4, 5, or 6

		Reading week			
9	Nov. 14	CEO Activism	"Employee Activism" (HBS Case 120104)	Rao (2009) From Exit to Voice: Advice for Activists Marshall Ganz (2009) What Is Public Narrative: Self, Us & Now	See Quercus for preparation questions Due before class: Reflection assignment if your ID ends in 7, 8, 9, 0
10	Nov. 21	Your cases	No readings		Case presentations in class. Be prepared to provide feedback to your colleagues based on their presentations.
11	Nov. 28	Your cases	No readings		Case presentations in class. Be prepared to provide feedback to your colleagues based on their presentations.
12	Dec. 5	Employee Activism	"CEO Activism" (HBS Case 617001)	Chatterji and Toffel (2019) Assessing the impact of CEO activism	See Quercus for preparation questions

Please note that the last day you can drop this course without academic penalty is November 6, 2023.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>